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METHODS AND PSYCHOLOGY OF TEACHING THE SLOW LEARNER.

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CHEYENNE PUBLIC SCHOOLS, WYO.

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THE SPECIAL PSYCHOLOGICAL AND EDUCATIONAL NEEDS OF THE SLOW LEARNER ARE EMPHASIZED IN THIS PUBLIC SCHOOL CURRICULUM GUIDE. FOR THIS TYPE OF STUDENT MORE FOCUS MUST BE PLACED ON PERSONALITY DEVELOPMENT AND ADEQUACY IN BASIC SKILLS THAN ON ACADEMIC ACHIEVEMENT. THEREFORE THE OBJECTIVES OF A "BASIC WORK PROGRAM" FOR SLOW LEARNERS SHOULD STRESS THE AREAS OF OCCUPATIONAL, SOCIAL, AND PERSONAL ADEQUACY. DESCRIBED IN THE GUIDE ARE SOME IDENTIFYING CHARACTERISTICS OF THE SLOW LEARNER (OR SO CALLED DULL NORMAL CHILD), THE PARTICULAR QUALITIES DESIRABLE IN TEACHERS OF THIS GROUP, THE SLOW LEARNER'S TYPICAL LEARNING PATTERNS, AND APPROPRIATE EDUCATIONAL ACTIVITIES. ONE SECTION IS DEVOTED TO SOME AFFECTIVE AND BEHAVIORAL PROBLEMS ENCOUNTERED IN TEACHING SLOW LEARNERS. THE GUIDE CONTAINS SPECIFIC CURRICULUM SUGGESTIONS AND OUTLINES TECHNIQUES FOR TEACHING READING, ARITHMETIC, LANGUAGE ARTS, SOCIAL SKILLS, AND SUCH SPECIAL SUBJECTS AS ART, MUSIC, PHYSICAL EDUCATION, HOMEMAKING, AND SHOP. IT ALSO CONTAINS A SHORT BIBLIOGRAPHY. (NH)

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CHEYENNE PUBLIC SCHOOLS
CHEYENNE, WYOMING

METHODS AND PSYCHOLOGY

OF

TEACHING THE SLOW LEARNER

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PREFACE

The primary purpose of a public school system is to provide a basic education in the academic areas of learning; government and citizenship; skill of communication; an understanding of other societies through history and social studies; an appreciation of literature, art and music; and the contributions of other cultures. The curriculum of this school district shall be designed to provide an opportunity to all students to obtain a basic education as a foundation for the future adult in fulfilling the responsibilities of citizenship in our democracy, and as a preparation for further education beyond high school, and shall endeavor to provide educational training and guidance as an introduction for the individual into the vocations.

The educational program shall be based upon the individual student, providing breadth of education environment in which the student of limited, average, and high intellectual ability is best able to learn and at the rate and to the extent most appropriate to the individual.

This school system shall use every educational method possible to achieve the end of providing challenge and motivation to all students, regardless of ability, in achieving maximum intellectual development.

Dr. C. R. Ingils

Superintendent of Schools

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PHILOSOPHY

We believe in the importance of the individual. If he is to have importance and value, he must be assured of his rights as outlined in the Constitution of the United States. We further believe in the dignity of man and the necessity of self-respect. If the rights and dignity of man are to be maintained, he must accept certain responsibilities within the society in which he lives. One of the aims of education is to help this individual recognize and accept these responsibilities, both to himself and mankind.

Public education should build a foundation which will enable an individual to lead a well-adjusted, purposeful, and satisfying life. It should provide skills enabling the individual to make a living. It should develop abilities, attitudes, and ideals that will enable the individual to take his place in a democratic society and it should help build character traits, understanding, and habits that will lead individuals to do their part in developing an effective economic and social democracy.

In the over-all development of the individual child, we find that he has certain needs which must be met if society is to produce a well-adjusted individual capable of recognizing and accepting the responsibilities of citizenship.

Love, security, recognition, acceptance, challenges, understanding, and sympathy are said to be some of the personal needs of individuals. Certain social and economic needs must be met if the individual is to "get along with others"and "make a living". In order to properly fulfill his place in society, an individual must also acquire academic needs such as skills and knowledge in reading, communication and arithmetic.

The education of the slow learner differs from the education of the gifted or normal child. A lesser degree of emphasis is placed upon the academic achievement. Greater emphasis is placed upon the development of personality and adequacy in basic skills needed to achieve in the occupational and social areas.

In our constantly changing society, the matter of human relationships is increasingly important to the individual, and to our way of life. Thus, it is the responsibility of the schools to foster respect for humanity, love of lifelong learning, personal integrity, and a sense of moral and spiritual values.

OBJECTIVES

The objectives to be attained by the basic work program can be stated in numerous ways and terms. In general, the objectives should encompass the following three broad areas:

1. Occupational adequacy. This does not necessarily imply specific vocational training. Success will depend more upon such factors as punctuality, getting to work on time, personal appearance, manners, ability to get along with employer and employees, ability to follow directions, and basic skills in reading, communication, and arithmetic.

2. Social adequacy. This lets the individual get along with other members of society, which includes his family, neighbors, and other community members. It encourages him to recognize the rights of others and to have a consideration for the desires and wishes of others.

3. Personal adequacy. In addition to getting along with others and working in society, an individual must be able to live within himself. Physical and mental health, ability to cope with frustrations, the feeling of security, and self-respect are all factors necessary to attain a sense of well-being. Knowledge of basic skills in reading, communication, and arithmetic encourages reading of newspapers, magazines, development of hobbies, handling of personal finances, all adding to a sense of personal adequacy.

More specific objectives are the following:

1. To develop an inquiring mind.
2. To have an opportunity to experience success.
3. To speak, write, and read the English language to a socially accepted degree.
4. To solve his economic problems.
5. To understand the basic facts of health.
6. To protect his own health and that of his dependents.
7. To give responsible direction to his own life.
8. To enjoy human friendships.
9. To be able to work and play with others.
10. To become a satisfactory, skilled homemaker.
11. To understand and appreciate the family.
12. To know the satisfaction of good work.

13. To understand and respect the requirements and opportunities of certain type jobs.

14. To buy wisely and control his expenditures.

15. To develop a defense against propaganda.

16. To have an appreciation for differences of opinion.

17. To understand and respect local laws and the enforcement officers.

18. To accept his civic responsibilities.

19. To respect and conserve natural resources.

THE SLOW LEARNER

The first step in providing an education for the slow learner is to identify him and he does have many identifying characteristics. He is often called a "dull normal" child. Often he is in the 70 to 90 IQ range. A study of the chart on page 6 reveals a mental age of approximately five years at the chronological age of six, and a mental age of twelve years six months at the chronological age of fifteen. Thus, the difference between the slow learner and his normal peers continues to widen from beginning the first grade until he completes school or becomes a dropout.

The slow learner may be educationally retarded in comparison with his ability since many have "given up" due to frustration and failure. He may have developed poor study habits and an "I don't care" attitude due to repeated failure to comprehend or grasp a fundamental process or academic skill. In many cases, however, the slow learner has done "the best he could" but has developed at a slower rate and to a more limited degree than more able students.

Just as there are individual differences within the general school population, there is a wide range of individual differences within the slow learner group. It is a mistake to attempt to stereotype them. However, they are more likely to have physical shortcomings, emotional stresses, discrimination complexes, poor cultural background, or personality problems.

The slow learner usually finds abstract reasoning difficult, and some apparently never attain the ability to do abstract thinking. On the other hand, he usually enjoys working with something he can handle and manipulate. There is a greater interest in the concrete. He may verbalize and learn a rule by rote, but he lacks the ability to apply the rule in a given instance.

In summary, a few specific characteristics to recognize in identifying the slow learner are the following:

1. Below average IQ.
2. Below grade level in academic subjects, particularly reading. This retardation varies from six months to two years.
3. Poor vocabulary.
4. Motor skills and coordination may be somewhat inferior.
5. May be a behavior problem.
6. Disinterest or dislike of school.
7. A feeling of inferiority.
8. Overly sensitive.
9. Confused.

10. Short attention span.

11. Does not readily conceive long-range goals.

12. May not have usual social skills.

13. May develop offensive mechanisms - loud, noisy, boisterous.

14. Retention is often limited.

The slow learners have been victims of a great deal of misinformation and many misconceptions regarding their characteristics and educational problems. Basically, the slow learners seen in the public schools are children with similar physical, intellectual, educational, and emotional characteristics as most children. Their general appearance and reactions are much the same as those of children in general. It is impossible to distinguish them by merely looking at them or even by giving them a thorough physical examination. "They appear to be so normal, so average," says G. Orville Johnson, Professor of Special Education, Syracuse University.

One of the dangers to avoid is classifying a pupil as a slow learner without careful analysis. Often the difference between an average student and a slow learner is so small that once the slow learner leaves school and becomes an adult he is accepted in an adult society as a normal member of the community. This is probably because there are no norms in the adult world in the same sense as the norms for academic achievement as established by the schools.

It is a mistake to assume that an emotionally disturbed pupil, a discipline problem, a disinterested pupil, or a poor reader is always a slow learner. The slow learner must be identified by a careful analysis and diagnosis from several sources. These may include the following:

1. Accumulative records which should show a consistent pattern of inability to perform at a grade placement level.

2. IQ and other standardized tests which indicate a competence below the expected age level.

3. Recommendations of teachers, principals, deans, and counselors. If these sources do not agree, a reason for the discrepancy should be found before the child is denied the benefits of proper placement.

THE SLOW LEARNING CHILDREN
CHRONOLOGICAL AGE AND MENTAL AGE

CHRONOLOGICAL AGE		MENTAL AGE	
Years	Months	Years	Months
5	0	4	2
5	6	4	7
6	0	5	0
6	6	5	5
7	0	5	10
7	6	6	3
8	0	6	8
8	6	7	1
9	0	7	6
9	6	7	11
10	0	8	4
10	6	8	9
11	0	9	2
11	6	9	7
12	0	10	0
12	6	10	5
13	0	10	10
13	6	11	3
14	0	11	8
14	6	12	1
15	0	12	6

The figures under the mental age are computed by taking 82% of actual age at each level with a six-month space between recording. It starts with the fifth year and continues to fifteen years of age. The analysis gained from this chart is that the slow learner advances at a rate of about 5/6 that of the normal individual. In a year's time he has gained ten months in mental ability. It can be seen that his difference is only a small one. The development is almost normal. It is the cumulative results which occur in the child that are harmful.

The chart displays graphically the outcome of this progressive principle. When the child is five years of age on the chronological list he is only retarded 8 months on his mental age; however, when he is 12 years old and ready by age for junior high school, he is only 10 years according to his mental age. This changes his learning picture materially. It puts him in a poor light when he enters the first grade. In our state he must be chronologically 6 years old by September 15. If he is near 6 when he enters the first grade, it is a real handicap for in order to be ready for formal reading he should be $6\frac{1}{2}$ to 7 years mental age. If this is not understood, he might be classed as a retarded child which, of course, is not the case. It will be necessary to prolong his reading readiness period and work with him by using suitable materials.

THE X Y Z TEACHER

X - warm, understanding, friendly

Y - responsible, businesslike, systematic

Z - stimulating, imaginative, surgent

Ryan has suggested these qualities as the necessary requirements for a successful teacher. These same qualities are required for the successful teacher of slow learners, but perhaps the teacher of slow learners must possess these qualities to a greater degree or intensity. As in all phases of education, the teacher is of major importance. The best of materials, the finest of classrooms, the most proficient administration, the best designed curriculum, or the most active P.T.A. will not replace a quality teacher.

This teacher should enthusiastically accept the objectives to be attained by a basic work program, both the general objectives and the various specific objectives that may be established. The teacher should carefully study each individual student, recognize individual differences, and adapt the teaching methods and materials to each student's special needs and interests.

When one carefully studies the objectives of a learning program for basic students, one realizes that it departs, at least in degree, from the traditional academic subject matter type of program. Thus, the teacher of the slow learner must always keep in mind, first and foremost, that he is teaching pupils and not a particular subject. The teacher should be able to say with clear conscience, "I teach Johnny," not "I teach reading," or preferably "I teach Johnny to read." The teacher should try to achieve a calm, informal classroom atmosphere with emphasis on a desirable social climate and a cooperative relationship among the pupils and with the teacher.

An understanding of child development and the characteristics of the slow learner will help the teacher recognize the difficulties the slow learner is trying to surmount. The teacher will have an awareness that the frustrations of an ordinary child are multiplied many times with the slow learner, and a knowledge that his path of progress is more erratic. Thus, the teacher of the slow learner will recognize that helping him learn to cope with life's frustrations is an important part of his task. He will help the slow learner find compensations for what he is unable to do in academic school work. Here he will accept as a part of his responsibility the task of preventing too many conflicts, stresses, and tensions and will help to provide outlets for these conflicts, stresses, and tensions that cannot be prevented.

In our concern for the emotional well-being of the child, the teacher must not lose sight that the teaching of basic skills is also necessary in training the child to be a functioning individual within society. The slow learner should be able to read, follow directions, write, spell, and have some mathematical skills. As the teacher tries to teach these skills, he must be resourceful in the development of

techniques and materials. Much of the educational materials available are prepared on the basis of the needs of the normal child, and must be modified before they are suitable for slow learners. Care must be taken that the modification does not "water down" the program of learning until it becomes so superficial that it does not provide the necessary skills. The teacher may need to reorient his thinking in regard to academic progress and achievement. It is unrealistic to expect the slow learner to attain the usual standards of achievement expected from the normal or gifted pupil.

The teacher of slow learners must be flexible in his classroom planning and must be able to adjust quickly to circumstances that give rise to good learning situations. He must be able to adjust to a greater degree than the teacher of a normal child. In many cases, the mental age of the slow learner indicates a lack of maturity and more childish behavior will be the result. The teacher must be flexible enough to take advantage of these situations.

The personality of the teacher, although often overlooked, is of prime importance. A sense of humor is a necessary part of that personality picture. Many slow learners have had rather grim experiences and often try to withdraw or try too hard to establish rapport in their personal contacts. The ability to laugh, not at, but with, the slow learner and to teach them to laugh at themselves cannot be overestimated. In many cases the slow learner needs someone to "identify with". If this person has a sense of humor, it will help him to develop a healthy outlook rather than resorting to teasing, name calling, belligerency, and other negative forms of group pressure. It may be difficult to provide experiences which result in happy feelings about himself and classroom results. Many of them have experienced repeated failure. It is most difficult to be happy under such circumstances. A sense of humor will help the child to laugh at his mistakes and not consider them to be an unsurmountable failure. While a sense of humor is of utmost importance in the personality of a teacher and the development of a sense of humor in the slow learner is an aim in his personality development, the teacher must remember that the primary role is not just to keep children happy and occupied.

The teacher must be sympathetic toward the needs of the slow learner but must be aware that sympathy alone is not a sufficient ingredient to meet or satisfy the needs. Too much sympathy may result in lack of desire to attempt the task. The teacher must approach the task of teaching in a businesslike way, knowing that here is a job to be done and that if properly planned, systematically developed, and enthusiastically presented, understanding will be needed, not sympathy.

The teacher of slow learners must be enthusiastic. He must feel that he can help the slow learner toward a happier and more successful life, both during his school years and future out-of-school years. Change can only take place when people perceive a creative environment in which they are anxious about what they are doing. An enthusiastic teacher, using imaginative ideas, can often make routine drill a stimulating experience. This does not mean or imply that the teacher must overmotivate the learning. Enthusiasm will often be the determining factor whether or not the program techniques, methods, and materials used are successful.

In any type of endeavor the ability to work with others is an essential qualification. The teacher of slow learners will need to be prepared to work with parents who often fail to understand their own children or provide the experiences their children need. The teacher must also work with other school personnel and utilize all the resources available. The teacher should know the community and make use of its resources, such as libraries, youth groups, mental health facilities, governmental services, civic clubs, professional groups, and other agencies.

The teacher must maintain an open mind. He should never assume that educational retardation is due to intellectual limitation, and therefore presumably permanent, until all other possible causes have been examined and insofar as possible removed. One should always assume at first that the cause of failure is some factor or factors in the instructional program that can be controlled or changed, or some condition in the pupil's physical, social, economic, or cultural circumstance that can be improved.

The dedicated teacher of slow learners cannot afford to be aloof, egocentric, restricted, evasive, unprepared, slipshod, dull, and routine. If the teacher avoids these qualities, and one is tempted to say that if he is lucky, there will be rewarding moments when he realizes that a slow learner has gained or achieved to a degree that would have been improbable or perhaps impossible without the X Y Z teacher.

THE SLOW LEARNER LEARNS

Fundamentally, the slow learning pupil learns in the same way that other pupils learn. He learns by and from experience. He imitates, plans, thinks, and reasons. He experiments, generalizes, and transfers knowledge gained from past experiences to meet new situations. He may not think or reason as well or as quickly as other pupils or achieve the same degree of proficiency in learning situations. His characteristics foreshadow the following: He is less imaginative. He is less able to foresee the consequences of an overt act or the results of an implicit course of action. He is inclined to jump to conclusions without adequately considering alternatives and without reflections. He is more likely to act upon impulse and to accept any workable solution or approximate result. He is less likely to exercise caution or be critical of the adequacy of his behavior for a given situation. He insists on knowing the purpose of an activity if it is to be meaningful for him. The slow learner wants immediate results from an activity, and he is impatient and inclined to lose interest when the returns or results are deferred or intangible. As he grows older, he is more willing to accept suggestions than average or gifted pupils. His learning proceeds by continuing growth. As with normal pupils, his learning is cumulative, not additive.

The teacher must accept the fact that learning is individualized and as unique as every child. Differences in learning increase with maturity and experience. The slow learner will learn only a fraction of what is taught and will retain only those things that are overtaught or that make sense to him. He will reject those things that do not meet his needs or interests or that he does not think he will need. Remembering that each child may learn by a different path, the teacher uses many avenues to learning. His teaching is reinforced by several different approaches. The quality, as well as the quantity, of learning must continuously be evaluated to acquaint the teacher and pupil with the current needs of instruction.

The guidance of learning is not solved by pressure, formulas, or so-called high standards. The understanding approach to each child is the heart to teaching and one of the keys to its success. The teacher who inspires confidence in his slow learners will enable them to reach for high goals. The teacher who can stimulate the spark of imagination will turn another key in the lock suppressing individual growth and development.

The slow learner can be taught only at his development and readiness level. As he participates in new and interesting experiences, growth and development expand permitting an additional learning experience. In the give and take of a class situation, each child has an opportunity to learn from and contribute to the total learning of the class members. As he learns and contributes, he will develop the feeling that his contributions are worthwhile, and he can perform on a level required by his peers.

GUIDING THE ACTIVITIES

"The slow learner has been one of the Achilles' heels of the educational system. His learning ability is so slow that he is unable to meet the requirements of a normal or gifted child. The same general activities to stimulate learning in a normal child can be used in the educating process of the slow learner, but emphasis needs to be placed on different types of activities. For example, activities involving theoretical, abstract, conceptual, or complex reasoning and conclusions must be avoided. Activities involving practical, concrete, or simple reasoning and conclusions must be used. The following list is not intended to be a complete list of dos in guiding the activities, but will help to serve as guideposts as the teacher plans, develops, and evaluates the activities used to provide learning experiences for the slow learner.

1. Provide opportunities for success. (There will be enough failures.)
2. Present knowledge that can be put to practical use quickly.
3. Provide activities that satisfy a present need, interest, or curiosity.
4. Help solve pressing problems.
5. Build concrete experiences.
6. Develop projects in which many senses can be used.
7. Demonstrate rather than verbalize.
8. Keep activities simple, avoid the complex.
9. Make plans clear, specific, and precise.
10. Maintain a continuity of experiences.
11. Drill, motivate, drill, motivate, and drill again.
12. Avoid rote learning.
13. Evaluate, teach, evaluate, teach, reevaluate.
14. Avoid being overly critical.
15. Use films, pictures, and other visual aids whenever possible.
16. Whenever possible use first hand experiences.
17. Review and practice basic skills.
18. Move slowly, but move.

19. Reward honest efforts.

20. Encourage oral discussion and avoid confusion.

21. Use short units and broken work periods.

22. Dramatize.

23. Show rather than tell.

24. Use variety.

25. Use games

THE SLOW LEARNER IN ELEMENTARY, JUNIOR, AND SENIOR HIGH SCHOOL

In the elementary school, emphasis must be placed on the fundamental skills including the social and academic. Reading, arithmetic, and communication are prerequisites for progress in future school training.

The junior high period is a time for expansion and consolidation of skills developed at the elementary level. The physical organization of the junior high provides greater opportunity for more variety of pre-vocational skills and more varied social experiences. A readiness for learning about jobs and job requirements may be established during this period. A counseling program in the social, emotional, and academic phase of the slow learner can be of inestimable value.

The senior high school should continue the program of previous levels of education. Here the function of counseling assumes even greater importance. This counseling must not be confined to brief sessions with the school counselor, but involve individual teachers. The teacher and counselor should be able to help the slow learner evaluate his abilities and disabilities fairly objectively and accurately in terms of the requirements of a situation whether it be social or vocational. It must be kept in mind that for most slow learners this is the termination of formal education. Thus, a great responsibility rests upon the high school teacher. It is usually the school's last opportunity to present vocational and academic skills necessary to meet life's situations. It is often the school's final effort to develop an emotionally stable adult with personal attributes and character of a contributing citizen of the community.

PROBLEMS

This section is devoted to some problems the teacher of slow learners can expect to encounter. Suggestions are presented on how to minimize the problem and to arrive at a reasonable solution.

Problem I How to deal with tensions

1. Tensions are natural and useful.
2. Expect a few.
3. Act if too many.
4. Things one can do:
   a. Talk it out.
   b. Escape for a while. (relax)
   c. Work off anger.
   d. Give in occasionally.
   e. Do something for others.
   f. Do one thing at a time.
   g. Go easy on criticism.
   h. Remember that students aren't "supermen".
   i. Give the other fellow a break.
   j. Allow time for recreation.
5. Have faith in yourself and in your students.

Problem II Daydreaming

1. Everyone daydreams to some extent.
2. When daydreaming interferes with accomplishment, act.
3. Things one can do:
   a. Make reality more enticing than dreamland.
   b. Provide extracurricular activity.
   c. Write something.
   d. Move about, do board work, etc.
   e. Don't nag or scold.

PROBLEM III The child that is afraid

1. Most fears are learned.
2. Fears can be overcome by gradual relearning.
3. Things one can do:
   a. Try to find cause of fear.
   b. Try to establish a feeling of confidence in the class situation.
   c. Remember it takes time to alter this situation.
   d. Provide opportunities for confidence-building by the slow learner.
   e. Establish rapport with the pupil.

Problem IV Feelings of inferiority

1. Feelings of inferiority may take many forms.
   a. Show-off.
   b. Stubborn.
   c. Antagonistic.

d. Retiring.
e. Extreme shyness.
f. Extreme sensitiveness.
g. Lying.
h. Rationalization.
i. Running away.

2. Inferiority is often the result of a reaction to one's social group.
3. Approval of one's peers is often more important than the approval of parents, teachers, or other adults.
4. Things one can do:
   a. Recognize the motivating force of group approval.
   b. Get the group to suggest and approve a desired standard of behavior.
   c. Try to establish ideals by the group that are in harmony with accepted standards.
   d. Build on the strong and desirable traits, skills, and characteristics possessed by the slow learner.
   e. Avoid ridicule or hostility.
   f. Remember time and ingenuity are necessary to change attitudes.
   g. Help him to be as successful as possible.
   h. Develop a special skill.
   i. Develop a pride in appearance.
   j. Praise often and sincerely.
   k. Provide recognition and situations that will enable the child to achieve legitimate recognition.
   l. Teach the child that everyone can fail at times without losing respect.
   m. Help slow learners face reality.
   n. Remember symptoms are often clear while causes are obscure.

Problem V Misconduct

1. All misbehavior has a cause.
2. The teacher must expect and accept behavior deviations as evidence of the need for the teaching profession.
3. Things one can do:
   a. Try to find cause of the misconduct.
   b. Remember the teacher cannot always correct the basic causes of misconduct such as poverty, want, home environment, poor housing, physical handicap, and subcultural background.
   c. Develop compensatory factors to counteract causes of misconduct that cannot be corrected by the teacher.
   d. Show a sincere and genuine interest in the slow learner and in his activities.
   e. Teach the child that punishment is the natural consequence of an act of misconduct, not personal retaliation.
   f. Offer the child with undesirable outside-of-school conditions sympathetic understanding.
   g. Help him to achieve satisfying companionship.
   h. Avoid making discipline a personal issue.
   i. Be sure standards are adapted to the slow learner's ability.
   j. Avoid teaching obedience enforced through fear.

k. Do not apply punishment when angry.
l. Punishment for an act should avoid humiliation that decreases self-respect.

Problem VI Learn slowly, forget quickly.

1. This is a basic characteristic of the slow learner.
2. Things one can do:
   a. Move slowly.
   b. Repeat often.
   c. Show rather than tell.
   d. Drill periods should be short, often, and varied.
   e. Use variety.
   f. Make plans clear and specific.
   g. Frequent evaluations.
   h. Overlearned skills are less easily forgotten.

Problem VII Limited powers of self-direction

1. This is one of the reasons the slow learner needs help.
2. Things one can do:
   a. Omit all materials but basic fundamentals.
   b. Evaluate material carefully.
   c. Strive for mastery of basic skills.
   d. Plan each step carefully.
   e. Test often.
   f. Provide opportunities for self-direction.

Problem VIII How to give a "sense of accomplishment"

1. This is a basic need.
2. This is another way of saying "provide opportunities for success".
3. Things one can do:
   a. Know the slow learner's strong abilities.
   b. Give him an opportunity to excel at something.
      1. Art.
      2. Physical education.
      3. A game.
      4. A skill.
      5. Music.
      6. A project.
   c. Reward honest efforts.
   d. Provide help only when help is needed.
   e. Praise often.
   f. Be sincere.

Problem IX Developing attitudes and interests so that slow learners feel the need of learning

1. Learning is related to motivation.
2. The greater the motivation the more learning.
3. Remember that slow learners should not be so highly motivated that tensions, frustrations, and failures are increased.
4. Things one can do:
   a. Present immediate and practical experiences.

b. Materials must be suited to the age, interest, and ability of the learner.
c. Make use of familiar interest centers.
d. Encourage participation in activity units.
e. Build experiences around that which is real.
f. Use personal experiences.
g. Make activities concrete.
h. Avoid techniques that are too difficult.
i. Proceed from the easy or familiar to the more difficult or unfamiliar.
j. Build class responsibilities.
k. Use manipulative and illustrative materials.
l. Use dramatizations.
m. Help slow learners tell stories and riddles.

Problem X Lack of responsibility

1. Wise teachers plan to make the slow learner self-reliant.
2. Slow learners who are kept dependent upon others are likely to develop into adults afraid to make decisions on their own.
3. Things one can do:
   a. Allow classroom freedom within limits.
   b. Assign classroom duties.
   c. Encourage slow learners to help each other.
   d. Plan class rules with teacher's guidance.
   e. Ask and use their suggestions for class improvement.

Problem XI Short attention span

1. This may also be classified as lack of concentration.
2. This characteristic should diminish when material and methods are geared to the slow learner's ability to success.
3. The slow learner cannot be expected to respond with the same spontaneity and speed as the normal child.
4. Things one can do:
   a. Use short work units.
   b. Use broken supervised study periods.
   c. Change activities frequently.
   d. See that materials are suited to the age, interest, and ability of the slow learner.
   e. Establish goals over short periods of time.
   f. Review accomplishments and goal achievements frequently.

Problem XII Limited ability to work with abstractions

1. The slow learner has difficulty in applying experiences learned in one situation to another.
2. Several concrete experiences must be experienced before learning results.
3. Judgment is often poorly developed.
4. Careful guidance in learning situations will develop specific knowledge, skills, attitudes, and habits usable and functional in life's situations.
5. Remember the slow learner's ability to handle abstractions is a matter of degree.

6. Things one can do:
   a. Personal experiences should be used whenever possible.
   b. Stress observation.
   c. Use many related experiences.
   d. Use concrete materials for a longer period of time.
   e. Try to correlate various learning activities.

Problem XIII Low ability to think logically and critically

1. The slow learner is a slow thinker.
2. He has seldom used his ability to apply a logical sequence.
3. Things one can do:
   a. Have the slow learner tell a story in logical sequence.
   b. Analyze why certain things happen and not others.
   c. Have slow learner state problems in his own words.
   d. Develop exercises in related experiences.

Problem XIV Poor study habits

1. Often low ability to read, analyze, or do critical thinking is mistaken for poor study habits.
2. Many times material is above the ability of the slow learner's comprehension.
3. Things one can do:
   a. Provide materials within the ability of the individual.
   b. Strive for an awareness or reason for study.
   c. Develop a desire for neatness.
   d. Make study periods short.
   e. Demonstrate simple methods for study.
   f. Create an awareness of desirable conditions for study.

Problem XV Knowing each student

1. A thorough knowledge and understanding of the slow learner is necessary.
2. The abilities and limitations must be known if adequate understanding of the whole child is to be achieved.
3. Things one can do:
   a. Study cumulative office records.
   b. Consult special personnel such as school psychologist, counselors, previous teachers, and principals.
   c. Study health records.
   d. Learn to observe slow learner in classroom, halls, playground, and at school activities.
   e. Watch for signs of illness, frustrations, or emotional stress.
   f. Make use of autobiographies, compositions, and short talks.
   g. Make use of opportunities to visit with slow learners in informal situations.
   h. Individual conferences before and after school and during counseling sessions.

READING

Reading is the first skill subject to be taught systematically in the school program. Thus, it may become a natural stumbling block for many children, especially the slow learner. This slow learner may not have achieved the mental maturity desirable for reading readiness.

Reading disability is not a unique entity. It is found in combination with many forms of maladjustment. Eye defects or other physical defects, emotional problems, hearing impairments, social influences, mental ability, or cultural backgrounds often combine to create a poor reader. Thus, reading becomes a complex and crucial matter in teaching the slow learner.

A teacher of slow learners should set a clear program of reading experiences at the individual's level that will lead smoothly into the scheme of later work. As the child progresses in his reading achievements, games, record sheets, and other motivating activities may be introduced to encourage reading.

Techniques and methods that produce results for teaching reading to the slow learner should be used. The slower rate of learning and thinking of the slow learner usually requires that any reading program be modified to fit these characteristics. Perhaps in no other area of skills is the need of success so important as in the area of reading. Consequently, it is important that the confidence of the child be established in the reading situation.

A reading program for the slow learner should probably be in four stages. These stages are not necessarily specifics, but a continuation of various levels of attainment. These stages are (1) a reading readiness program, (2) a prolonged beginning reading period to give him a good start, (3) a program which develops techniques of work recognition and ability to do independent reading, (4) specific and definite guidance in the ability to comprehend the more complex reading materials. This is not to imply that recreational reading or reading to satisfy personal needs should not be a part of the overall reading program.

Things one can do:

1. Reading readiness
   a. Excursions or field trips.
   b. Making and labeling collections.
   c. Story telling by teacher and children.
   d. Story reading by teacher.
   e. Associating words with pictures.
   f. Prepare booklets and scrapbooks.
   g. Learn about care of books.
   h. Construction activities.
   i. Games involving language, numbers, and colors.
   j. Bulletin boards.
   k. Puzzle games.
   l. Use of picture books.

2. The beginning reading period
   a. Develop a curiosity about books.
   b. Use phonics.
   c. Use physical characteristics of words.
   d. Context clues.
   e. Use visual and auditory symbols.
   f. Provide interesting material at the correct level.
   g. Do playacting.
   h. Tell stories.
   i. Read stories.
   j. Execute written directions.
   k. Use word games.
   l. Use picture cards.

3. A program which develops techniques and ability to do independent reading
   a. Word building games using prefixes and suffixes.
   b. Use tape recorder for oral reading and permit slow learners to find their own errors. (Save an early tape for comparison with later reading.)
   c. Provide easy but interesting material.
   d. Encourage use of the school and city libraries.
   e. Prepare bulletin boards with exhibits of reading materials.
   f. Stimulate the reading of newspapers and magazines.
   g. Permit students to share interesting anecdotes, jokes, stories, and poems and books.
   h. Help students understand the purposes for which they read.
   i. The slow learner will profit from a longer oral reading training period.
   j. Stress accuracy rather than speed.
   k. Develop vocabulary by use of games.
   l. Use seatwork activities such as workbooks, mimeographed materials, picture cards, phrase cards, matching pictures with words, etc. (This is important in developing independent work habits.)
   m. Read an interesting part of a book or story and let the student continue the story.

4. Specific and definite guidance in the ability to comprehend the more complex reading materials.
   a. Take care not to neglect basic skills either learned or unlearned in previous stages of reading.
   b. Develop good listening habits by using tape recorders, record players, films, and group discussions.
   c. New skills may be introduced at this stage. These skills are style, values, morals, and criticism.
   d. Attention may be given to plot, characterizations, and details at his level.
   e. Develop vocabulary, especially along pupil's interest areas.
   f. Topic sentences may be located and their purposes discussed.
   g. Motivate reading by introduction of material providing information needed by the slow learner.
   h. Illustrate books and stories by drawings or other art work.
   i. Write summaries.
   j. Develop positive attitudes toward reading.

k. Expand use of library.
l. Use reading machines.
m. Introduce reading of forms, such as driver's license and job applications.
n. Introduce career books.
o. Introduce pupils to vocational books and their uses.

SOME SUGGESTED READING GAMES

1. Word Detectives

To encourage pupils to learn their words in reading, write on the blackboard: GOOD WORD DETECTIVES. When a child reads every word correctly, his name is placed on the blackboard with a star beside it. Children who miss five words or less are listed, but receive no star.

2. Mud Puddles

Draw a long, crooked road on the blackboard, printing along the road the words which need review. Each child tries to "walk to the end of the road by saying all of the words. If he misses a word he has stepped in a mud puddle, so print the word which was missed at another spot on the blackboard and draw a mud puddle around it. After everyone has had an opportunity to "walk" the road, each child tries to get his mud puddles erased by reading the words in each one of them.

3. Knows It

"Knows It" is a card game children enjoy. A set of word cards may be bought or made with index cards. (If they are made word cards may be added.) The cards are shuffled and placed face down in the center of a group of three to six players. A child draws a card. If he "Knows It", he keeps it. If he doesn't know it, the next child may get the card if he "Knows It". The winner has the most cards.

4. Shuffle Blackboard

a. Language shuffle blackboard: Write six or more starting sounds across the blackboard.
b. A child is chosen to stand at one end of the chalk tray.
c. At a given signal, he slides the eraser along the tray.
d. The child must pronounce a word beginning with the starting s ound above the eraser.
e. Arithmetic Shuffle Blackboard: Played the same except that the child must work arithmetic problems written over the tray.
f. Reading Shuffle Blackboard: Played the same except that the child must define words taken from the weekly reading.
g. Spelling Shuffle Blackboard: Letters are written along the blackboard. The child must spell words taken from the weekly spelling that start with the letters on the board.

5. Weed Game

a. Have each child make his own flower garden on 9 x 12 construction paper.
b. Put a big weed in his garden for each word he doesn't know in a specified unit. He may pick the weed when he learns the word.

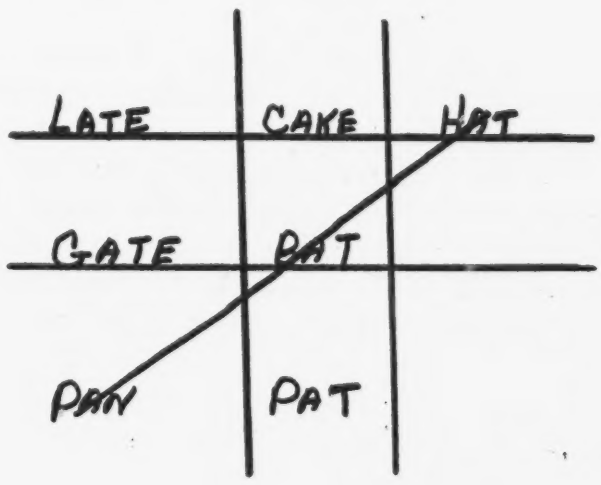
6. Let's Go Fishing Game

a. Materials needed:
   1. small magnet
   2. paper clips
   3. bowl or can, use a sack
   4. a short stick (could use a ruler) for fishing pole
   5. pretty colored paper fish
b. Tie the magnet on one end of the string and the pole on the other end of the string. Put words on the fish and then paper clips on the nose of the fish. Put fish with clips on them in the bowl. Take turns going fishing and have to read words they catch. Later they must use words in good sentences. You can also go fishing for fish with sentences on them.

7. Tit-Tat-Toe

After pupils have learned the long and short sounds of all vowels, a game of Tit-Tat-Toe may be played on the board or paper. One pupil chooses words containing long a (or other long vowel). Another pupil chooses words containing short a (or other short vowel). Instead of using a cross or circle as in regular Tit-Tat-Toe, the pupil writes in the word. He must use all long vowels or all short vowels.

Tit-Tat-Toe



John = Long a
Joe = Short a

8. Going to Town

Make a spin wheel placing the words for the unit around the edge. The child spins the arrow and tries to pronounce the word on which it stops. If he succeeds, he goes up one step on the ladder and continues spinning until he fails. His opponent takes his turn. The party that gets to town and home again wins. Going to Town can also be played with flash cards.

9. Penny Pitch

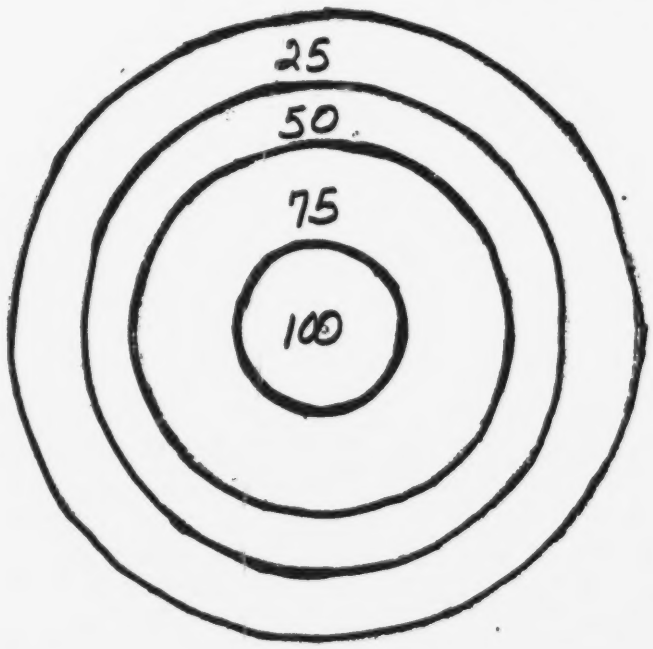
Make a large chart with vowels marked as to sound in some blocks and small words with one vowel sound in others. Place chart on floor. Children then pitch pennies trying to pronounce words or give vowel sound. One student may keep score. The party reaching the best score wins.

10. Surprise Packages

Fix up a poster board with pictures of things girls and boys would enjoy getting as presents. Over each picture put a cover or package which can be lifted to see what is under. On each package have "trouble words". When the words have been learned, the covers can be easily changed as more words are learned.

11. Dart Game

Have darts with trouble words on them and try to hit the "bulls-eye". Each child could have his own small one with his own individual trouble words, or it could be used as a class game using the flannel board, bulletin board, poster board, etc.



12. Word Bingo

Can be made with any list of words (about 80 is best). Make a master card with letters W O R D S across the top. List an equal number of words under each letter. Card should be marked off into squares with one word in each. Make "call-cards" for each word such as eight. Make enough cards for each student. These cards, of course, contain some but not all the words - about 25 words on each card. Give each student beans and place on proper words. Teacher calls out words drawn. Play as regular bingo.

13. The Comic Story

Cut comic strips of continued stories from daily newspaper over a period of several days. Have children arrange strips in sequence and paste to notebook paper making a booklet. A cover can be designed and made as a part of the project.

14. Charades

Write a vocabulary word on a slip of paper. Give slip to two pupils to act out without speakihg. The rest of the class tries to guess the word. Winners are next performers.

ARITHMETIC

Modern living demands a competence in arithmetic skills. Mathematical skills and concepts are used throughout every day by all persons. Without a knowledge and understanding of these skills and concepts the individual would find it difficult to maintain himself in today's complex society. These skills, concepts, and knowledges are within the learning ability of the slow learner. However, we must again apply some of the fundamental tests of need to the individual. How useful, valuable, and effective are the things taught going to be in everyday living?

The arithmetic needs of slow learners include the following which overlap and are continuous:

1. Development and use of an arithmetic vocabulary.
2. The development of number concepts and skills.
3. An ability to apply number concepts.
4. An understanding of various units of measurement.
5. The understanding of fractional parts.

Many arithmetic skills are beyond the comprehension and ability of the slow learner, partially because it is of little practical use to him in life's situations. The arithmetic curriculum is usually designed to provide a child with the necessary background to know the skills and understand the concepts to be taught at the next step. This is also a factor in any arithmetic program for the slow learner. However, it should not take precedent over teaching of those skills needed in everyday living.

In developing a program to meet the arithmetic needs of the slow learner, special emphasis should be placed on the use of concrete materials to develop concepts. Visual aids can contribute materially toward achieving success in this area. The use of films, film strips, flash cards, flannel graphs,bulletin boards, and the simple everyday materials one finds in the school and the home can be of great value. Ingenuity, imagination, and the teacher's ability to utilize these aids will enable the slow learners to develop an ability to transfer knowledge and skills to daily living. Games will add interest and enthusiasm and will provide opportunities for success by the slow learner. Nothing succeeds like success.

Things one can do:

1. Development and use of an arithmetic vocabulary
   a. Develop a vocabulary that has practical use such as
      1. size - big, small, huge,tiny.
      2. length - distance, inch, foot, yard, mile, long, short.
      3. measurement - penny, nickel, dime, quarter, dollar, dozen, cup, ounce, pound.
      4. amount - more, less, increase, decrease, pair, part.
      5. time - hour, noon, day,week, minute, second, A.M., P.M. (This is only a partial list)
   b. Use concrete objects such as milk bottles, rulers, yardsticks, money, clocks, measuring cups and spoons, scales.

c. Avoid terms that have little practical use or that are above the slow learner's comprehension.
d. Remember that some of the vocabulary normal children learn before entering school will not be known by slow learners. These must be developed.

2. Development of number concepts and skills
   a. Provide opportunities to associate the verbal name with the printed and written number.
   b. Expand vocabulary.
   c. Remember these skills should not be taught in isolation, but must be related to life situations.
   d. To motivate drill use chalkboard, games, and flash cards.
   e. Utilize abacus, seatwork, filmstrips, cuisenaire rods, and other concrete visual teaching aids.
   f. Develop abstract ideas of numbers from a great amount of concrete, meaningful experiences.
   g. Start to eliminate wherever possible the use of "crutches", such as counting on fingers.
   h. Practice skills not well established.

3. Ability to apply number concepts.
   a. Teach slow learner to diagnose a problem.
   b. Use everyday life experiences such as buying candy, making a cake, selling papers, telling time, figuring gas mileage.
   c. Stress the "Why" of number skills to the pupils.
   d. Teach slow learners to write story problems involving each of the fundamental processes and also combinations of the processes.
   e. Remember this phase of the slow learner's arithmetic need continues throughout the remainder of his life.
   f. Emphasize accuracy and neatness.
   g. Provide opportunities for success.

4. An understanding of various units of measurement
   a. Use a cardboard clock to show relationship of hours and minutes.
   b. Use scales to show ounces and pounds.
   c. Use ruler and yardstick to illustrate linear measurements.
   d. Make lists showing how different items are bought and sold or computed.
   e. Relate measuring to cooking. Make a pudding.
   f. Provide opportunities for success in the use of measurements.
   g. Measure many items such as the desk, schoolroom, schoolyard, windows, height and weight of children.
   h. Remember a concept can best be grasped if many concrete situations are used.
   i. Many concrete examples can be developed to show relationships in measurement units. Yards-feet-inches, ounces-pounds-tons, seconds-minutes-hours-days, are some examples.
   j. Study newspaper advertisements to show measurement needs.
   k. At higher levels, relationships in size of cans on grocery shelves, weight of box contents and size of box, as an example, can be of great value in meeting life situations.
   l. Use ingenuity in devising as many situations as possible using measurements.

5. An understanding of fractional parts
   a. Remember the need for an ability to understand and use simple fractional parts. How many is a half dozen?
   b. Use concrete examples to develop a concept of both parts of a whole and part of several.
   c. Use classroom situations which may arise to develop fraction concepts. What part of the room is boys?
   d. Use many homelife situations to illustrate use of fractional parts. Cooking, shopping, interest payments (decimal fractions) are a few examples.
   e. Use school situations such as shop, home economics, athletics, extracurricular activities.
   f. Use vocational interests to motivate a desire to understand fractional parts.

GAMES AND INSTRUCTIONAL AIDS

Many games can be devised using flash cards. The old "Look-Say" game and "Around-the-World" are examples. Often the slow learner will be able to help develop variations if his imagination is stimulated.

Chalkboard games can be used with the old-time ciphering approach. Care should be exercised that the game is not an end in itself but is a means to achieve a desired goal. In most of these instructional games for slow learners, accuracy should be given more consideration. Team type games often help to develop cooperative attitudes and the ability to work together.

1. Arithmetic Tag

   Choose a child and have him stand outside a circle made by the other pupils. Let him run around the circle, chanting a multiplication combination, addition or subtraction fact, as "six times three, six times three, six times three." The runner stops behind someone and touches him. The one touched must give the correct answer or go into the center of the circle. If the one touched gives the correct answer to the combination, he runs about the circle, chanting the combination he gave correctly, as "six times three are eighteen." When he stops behind another player he gives a new combination. The one he touches must give the answer correctly or go into the center. Players who go into the center can get out by giving the answer before it is given by the one who has been touched.

2. Story Problems

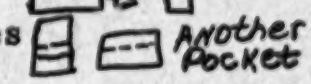
   Because of reading difficulties, many children are baffled by story problems in the textbook. Let these pupils make up their own stories and give them orally. Composing story problems is a splendid means of creating interest in arithmetic, for the slower children can compose simple ones, and enjoy the feeling of accomplishment which they miss in the regular lesson.

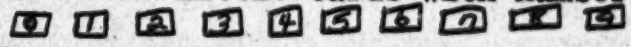
3. A Number Game

Divide flash cards into two piles and the class into two teams. Each team lines up behind a desk with a pile of cards on it. Each team has half of the blackboard to work on. At a signal, the first person in each line takes the top card, goes to the blackboard, and works the example. He carries the card back and puts it on the "Used" pile before the next person goes up. The teams move along as fast as they can. As soon as one team finishes its pile, the game stops. The examples are corrected, and points are taken off for the number of unused cards of the other team. The team having the most examples correct is the winner.

4. Arithmetic Game

Fold a 9 X 12 piece of construction paper in half

top part open for a pocket and fold bottom up two times 

staple the sides . Then using a contrasting color make some little cards with numbers 0-9 on them 
They can keep the cards in the big open pocket at the top. When you want to drill the number facts, they spread the cards out on their desks. They choose the answer to the fact you hold up and put that card in the front pocket, then they hold it up high so you can see it. This way you can know what everyone is doing as you look around. It develops speed and they love it. Each child makes his cards and pocket.

In teaching the meaning of three-place numbers, we sometimes count children in place of sticks as suggested in the manual.

Each child stands and holds up ten fingers and is counted as ten.

Show that there are twelve tens in 120.

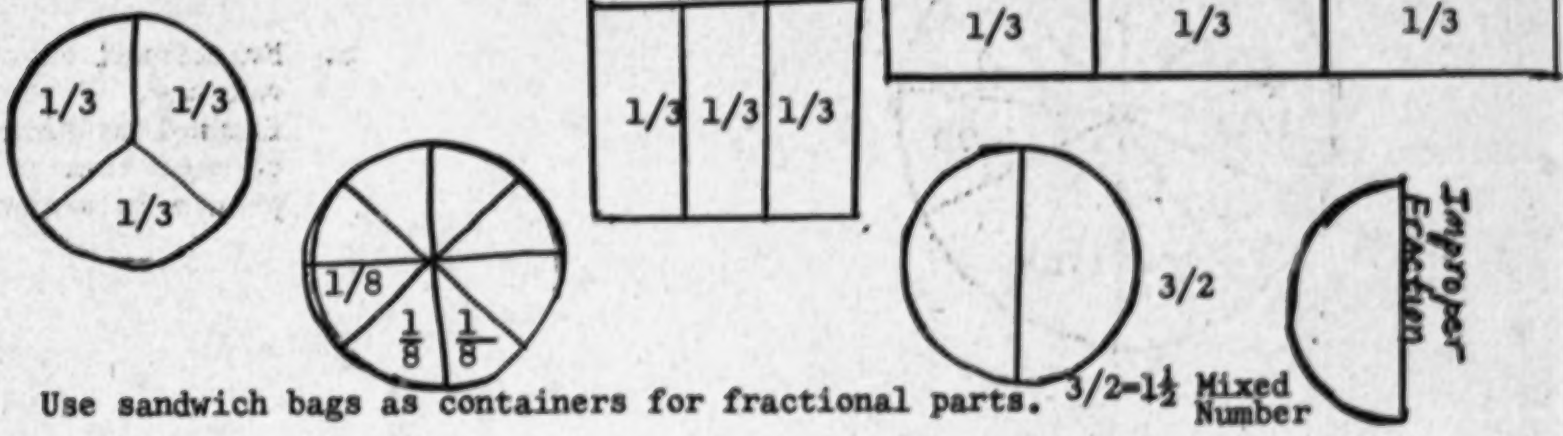
When demonstrating a number such as 134, the child who shows the ones sits on a chair and holds up 4 fingers.

5. Play Store

A play store is one of the best methods for familiarizing kindergarten youngsters with numbers and their meanings. Children brought empty containers which might be found in a grocery store. Everything imaginable appeared. As items were brought, youngsters selected a price tag for them and put them on the shelves. The prices were merely numbers. We did not try to use dollars and cents. When the shelves were stocked, the fun began. A storekeeper and an assistant (dressed in aprons to signify their positions) gave each shopper ten pieces of play money so he could buy anything he could afford. With more advanced grade placement, the same game can be used with dollars and cents instead of just numbers.

6. Fractions

Cut from tag board fractional parts, as



Use sandwich bags as containers for fractional parts.

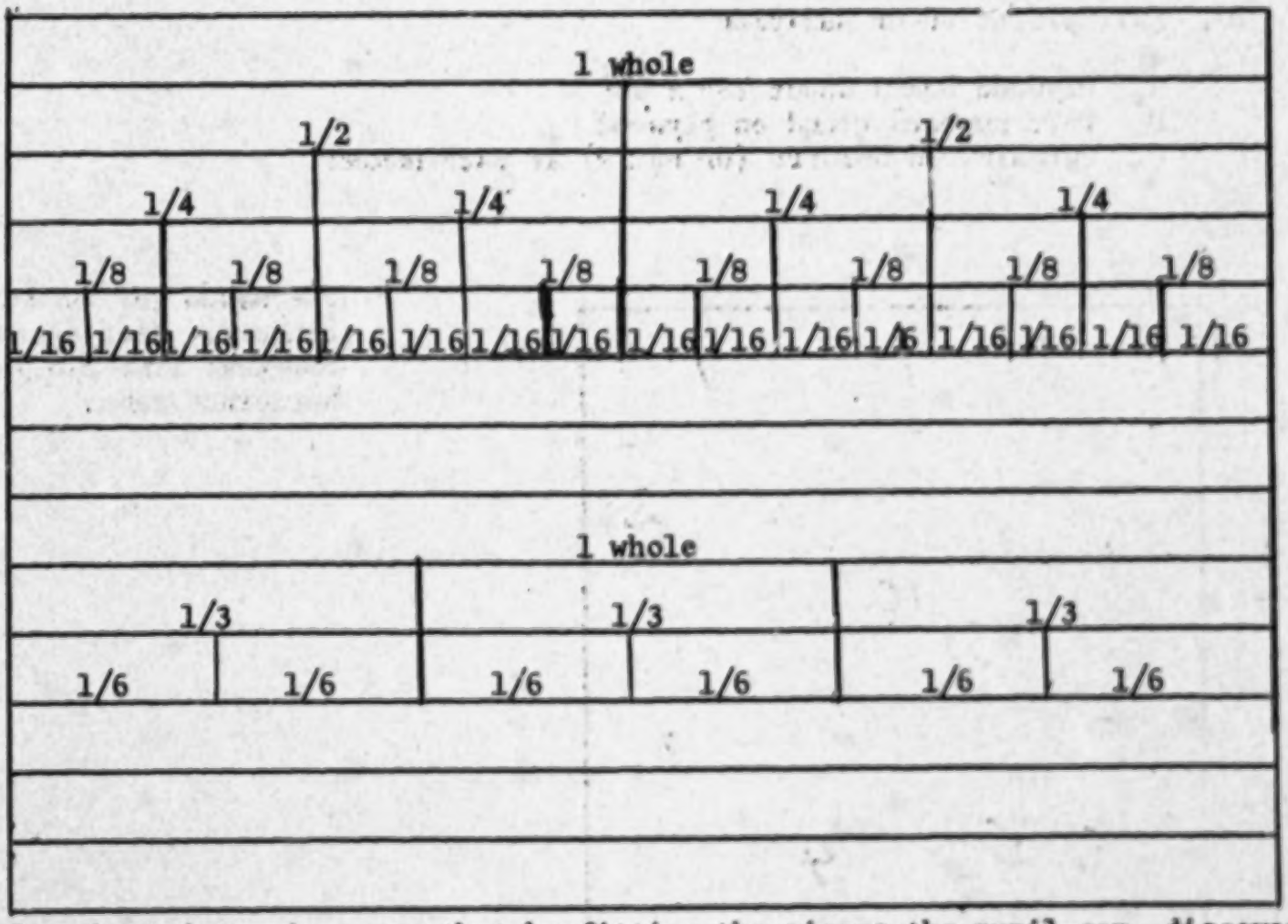
Marbles or counter disks to show that fractions may mean part of a group.

Put in egg carton or piles: 1/2 of 6 = 3

7. Fraction Chart

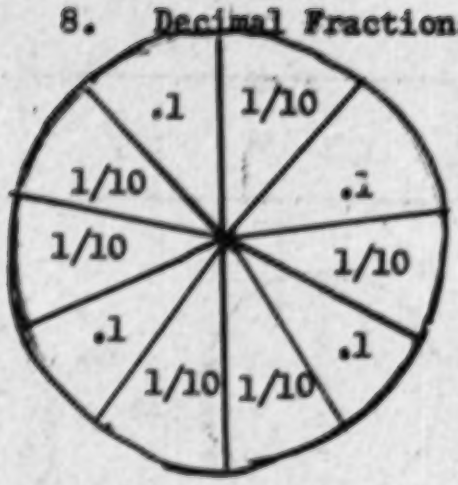
Can be used to teach decimals and percent

CARDBOARD



Cut chart into pieces so that by fitting the pieces the pupil can discover relationships.

8. Decimal Fractions



$1 = \frac{10}{10}$

$.5 = .5 - 1/2$

$\frac{1}{10} = .1$

a. Flannel Board

b. Fractional Parts cut from oak tag. Paste bits of flannel on backs of pieces to make them stick. Keep pieces in sandwich bags.

9. Graph Paper

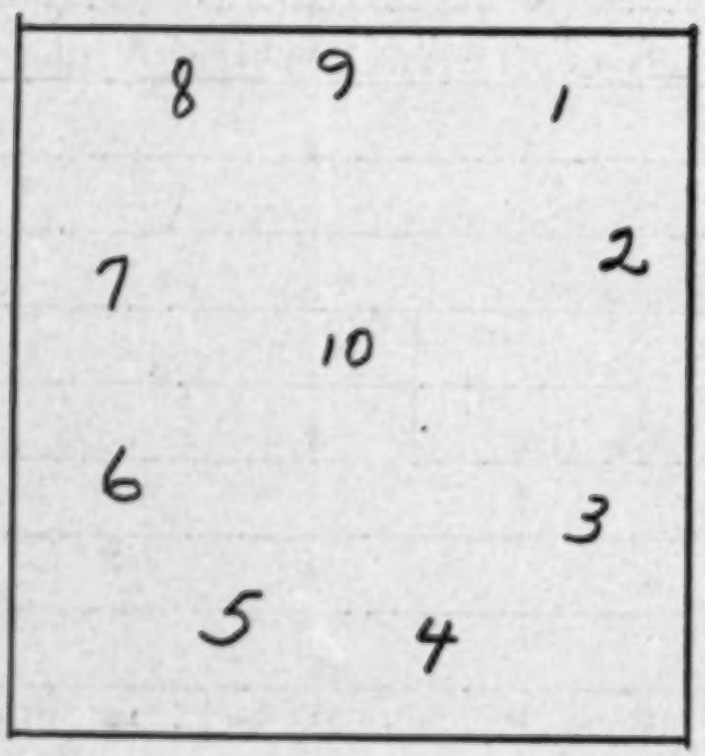
A. Color 1/2 of .5 or .50 of the squares

B. Show $1/2 = 2/4 = \frac{50}{100} = .50$

10. Multiplication or Addition

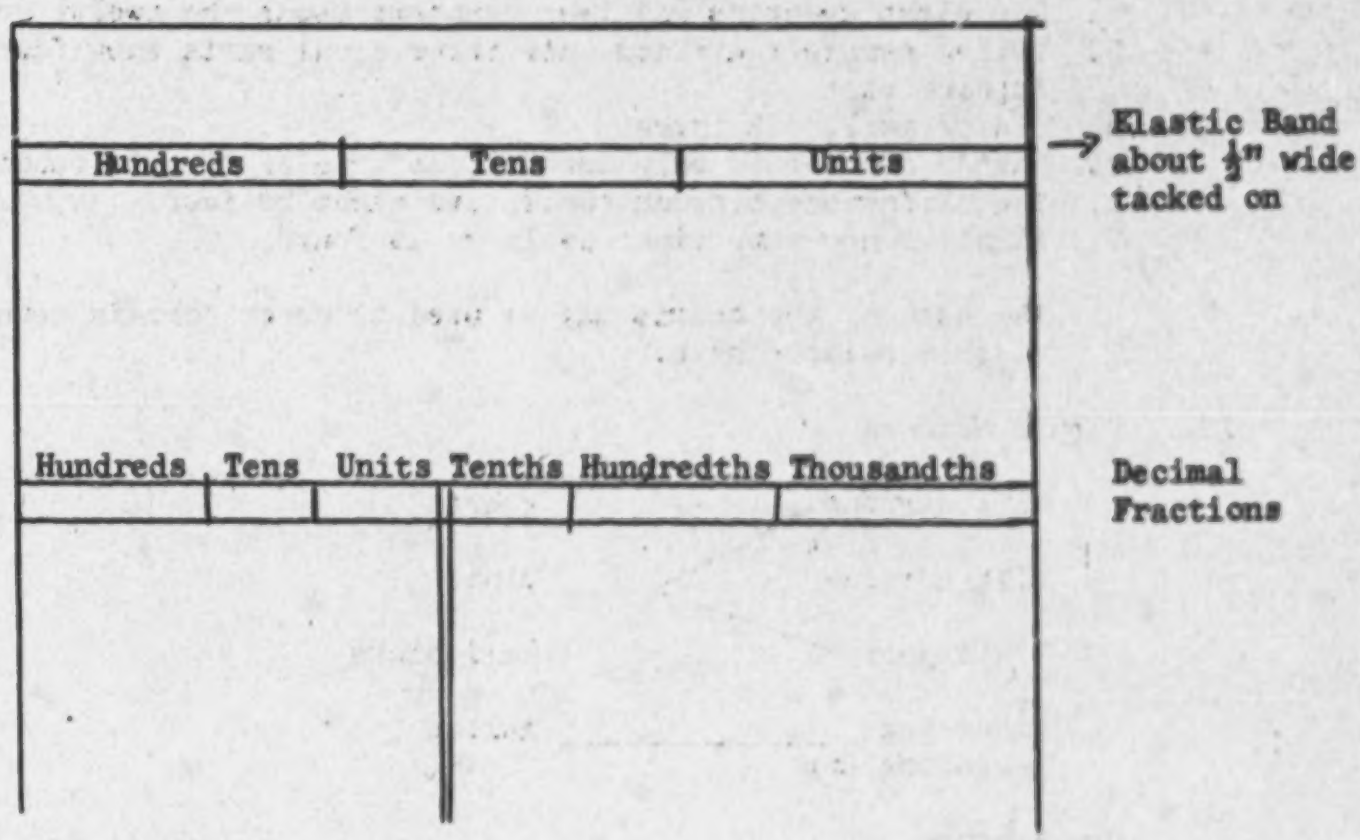
A. Plywood board about 18" x 18"
B. Felt numbers glued on plywood
C. Curtain rod holders (or nails) at each number

11.



Use Mason jar rubbers for ringers. Keep scores. Somewhat like old-fashioned horseshoe game.

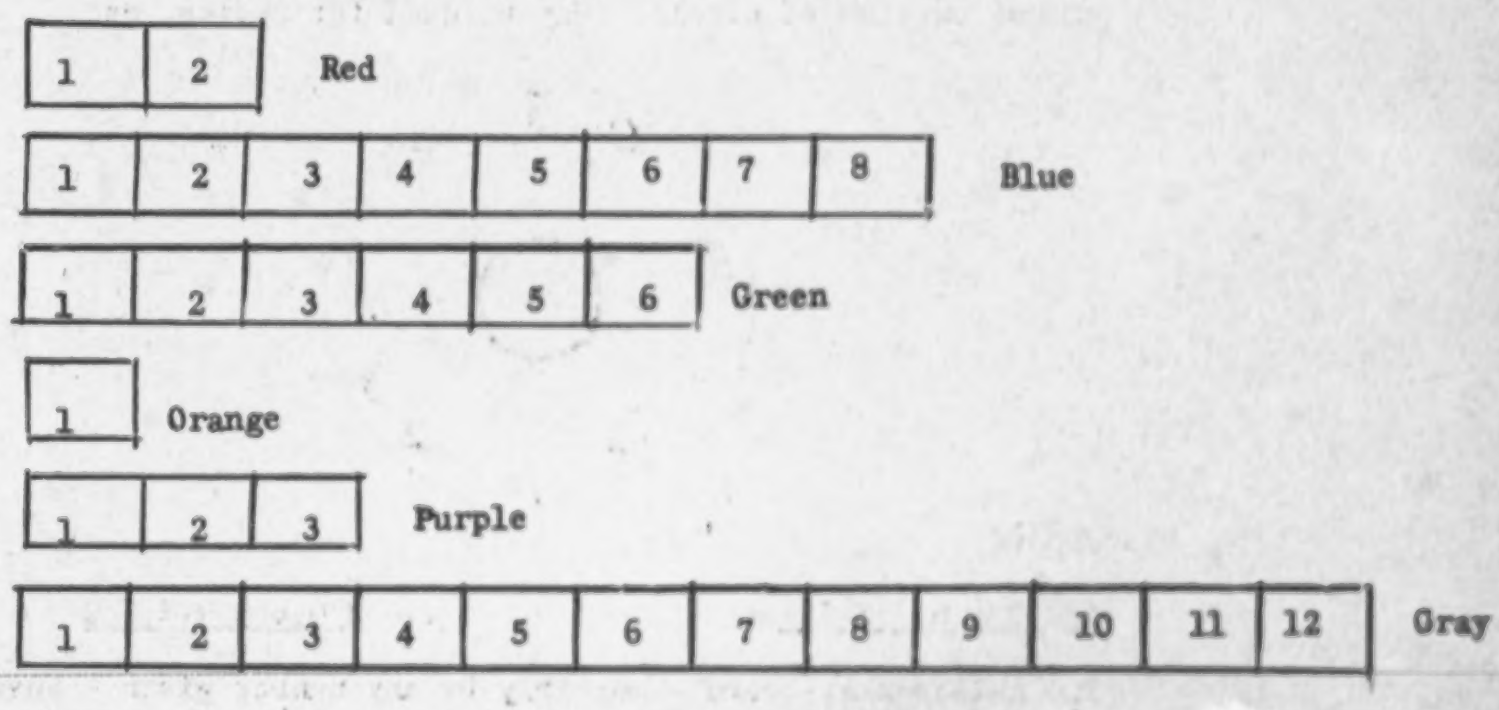
12.



13. Multiply

Give children cards with products as in Bingo
Teacher calls out 8 x 9
Child places a marker on 72 on his card

14. Counters
    1. Cut one-inch board into pieces of different lengths
    2. Paint pieces different colors
    3. Mark off pieces into counters of equal length



a. Lay eight counters and four counters along the twelve counter.
b. Twelve counters divided into three equal parts show four counters in each part.
c. 1/4 of twelve is three.
d. Ruth's counter is only one-half as long as Betty's counter.
e. The difference between twelve and eight is four.
f. Eight is how many times as large as four?

The back of the boards may be used to cover certain counters to show relationship.

15. Liquid Measure

Milk cartons	quarts
Milk bottles	pints
Fruit jars	half pints
Cider jug	gallon
Measuring cup	

Dry Measure

Berry boxes

Bushel basket

Area

Squared paper to show that area means the number of squared units in a surface

16. Drill Ideas for Arithmetic (Table Drill)

Each child has a circle of oak tag as pictured. Nine is always at top - number inside changed for drill. Answers are written around outside of circle. May be used for racing, etc.

17. Blackboard

4 3 2 1 6 7 8 5 9 3 0 6 8 9 5 7 2

Two children at board - multiply by any number given - answers are written below. Good for racing..

18. Team Game

Facts or words flashed - the quickest in each group to get credit for their team. Counting afterward to see the winners and tail-lights. Use individual flash cards; Make cards 2" x 3" use in Reading or Arithmetic facts. Study individually or in groups. (Very good for individual work to improve themselves).

LANGUAGE ARTS - COMMUNICATION

The slow learner depends primarily upon oral language or communication but also has a great need for training in this area. Moreover, there is also the need for written communication and the ability to express himself in this medium. Often the slow learner has an inadequate home background insofar as a desired vocabulary foundation is concerned. Thus, the slow learner needs many varied opportunities to explain, describe, tell, question, and, yes, even to argue orally. He needs to be guided and instructed in using the telephone, participating in group discussions, interviewing others, and in being interviewed.

The slow learner needs to know the source and how to find information that will help him express himself both orally and in written communication. Traditional instruction in formal grammar does not usually contain value for these children. Grammatical relationships requiring abstract reasoning are often beyond the slow learner's ability. As a result, slow learners may develop a dislike for English because of vain attempts to teach them what they cannot understand. They may memorize the rules of grammar and spelling; but if the ability to apply the rule is missing, the value of learning the rule is lost. The application of the rule may require more insight than the slow learner possesses.

The slow learner finds it very difficult to express himself in writing. It is not necessary or essential that the slow learner be taught or that he learn the various technical terms associated with sentence and paragraph structure. He can be taught and can learn to develop sentence sense. He needs to develop an awareness of clear statements that say exactly what he wishes to say. He also needs to learn to arrange related ideas into correct paragraph form. With the slow learner these objectives can be achieved through frequent writing experiences rather than by memorizing the formal principles involved.

The slow learner may find correct oral and written communication very difficult. The teacher should organize and plan both oral and written assignments carefully. Specific situations must be explained, described, narrated, and illustrated. Suggestions as to ideas to be expressed, details to be included, and even exact words may be proposed. Topic sentences in written communication may be suggested, and care taken to see that all sentences in the paragraph relate to the topic sentence. In oral communication he needs to be taught how to follow the trend of conversation. The slow learner may not be creative in writing; however, he needs concrete guide lines until he has had much experience in actual writing. It is often advisable to base the writing on oral discussion. Neatness needs to be stressed, but within the child's ability. Style is not as important as clarity of thought. Accuracy can usually be achieved by rewriting, and the slow learner should be aware of this need.

Spelling should be introduced as the need arises. Spelling is of little value in oral communication; however, pronunciation and enunciation are of great importance. Spelling is, however, most important in written communication and should be taught within that context. It is desirable that a slow learner be taught to spell a word he wishes to write so that the reader can comprehend his thought. It is generally accepted that approximately two to

three hundred words comprise fifty percent of all written communication. Every child should learn how to spell these words. For the slow learner additional words should be determined on the basis of individual need. Every written assignment should be a lesson in writing and spelling. The slow learner may not be able to memorize the spelling of all words he may wish to use in written communication, thus, teaching the proper use of the dictionary will enable him to spell words not included in his spelling vocabulary. The use of the dictionary, reference works, and many other information sources requires a knowledge of the alphabet sequence which the slow learner may not possess. It must be taught and learned.

Instruction in the skills of using various learning tools and needed information is of particular importance to the slow learner. The dictionary, encyclopedia, atlas, and other major reference materials must be introduced, and the slow learner must be taught how to use them. He can be taught to use various types of library materials including the card catalog.

The dictionary is a major tool for the slow learner. He needs to be made aware of the information it contains, how he can use it to help him spell, pronounce, and correctly use words. He should be taught how to locate words quickly by means of alphabetical order and guide words.

Slow learners often need to be taught how to use books. It should not be left to chance that a slow learner knows how to use the table of contents, the index, glossary, the preface, and the bibliography. Techniques of reading graphs, charts, illustrations, and cartoons need to be taught according to grade level and ability.

Oral and written communication needs to be emphasized for a longer period of time and to a greater degree for most slow learners than with other children. Because of their lower intellectual abilities, environmental background, and poor language stimulation, they are apt to have poor grammar. Again this probably cannot be corrected by the teaching of rules. It is imperative that the teacher establish good standards of proper usage, enunciation, and pronunciation in his daily conversation and writing. Good usage can be learned largely through imitation and action. Habits of correct usage can be developed through practice. Pattern drills should be complete and natural utterances of everyday usage.

Persistent sources of usage errors are pronouns, verb forms, subject verb agreement, and comparison of adjectives and adverbs. Drill in correcting these errors will produce better results than the traditional parts of speech approach.

In written communication careful consideration should be given to the selection of punctuation and capitalization needs. Practice in the use of correct punctuation marks and the use of capital letters will help to establish habits that will enable the slow learner to express himself adequately in written communication.

The instructional techniques herein advanced are based upon the idea that certain basic skills in the communication needs of the slow learner require direct and special attention. It is believed that the slow learner's language potential parallels his mental maturity; that his language development is a

continuing process, and that language power reveals itself in good communication. It is not an attempt to establish a curriculum for slow learners, but to suggest modifications within the defined curriculum framework that will meet the needs of the slow learner where he will be able to learn with greater ease and pleasure.

GAMES AND INSTRUCTIONAL AIDS

1. Dramatizations

Many situations can be dramatized. Introductions, telephone conversations, interviews, social situations, and stories lend themselves to this type of presentation. Class criticism, both good and bad, will encourage slow learners to communicate.

2. Oral reports

Newspaper stories, vacations, hobbies, pets, anecdotes, radio, and television shows are familiar experiences on which to report. Books, special topics, and other assignments using reference books can also provoke discussion and communication.

3. Informal class discussion

This can be one of the most valuable aids in oral communication. A word of caution is to avoid monopolization, too many restrictions and always reaching a conclusion. Use leading questions to promote discussion on such topics as likes and dislikes, extracurricular activities, classroom rules, conduct, manners, citizenship, responsibilities, and innumerable other topics.

4. Prepare listening charts

5. Tape recorders

Use tape recorder to record class conversations, oral reports, choral reading, and dramatizations.

6. Diary

Keep a diary of school activities. This is a good way to develop two or three good sentences.

7. Write skits and plays

8. Prepare vocational or career booklets

9. Use film strips, films, records, and other visual aids.

10. Use familiar things as topics for compositions, such as places, people, landmarks, animals, things I saw on my way to school.

11. Keep records of books read, list of spelling demons, birds observed, flowers found, collections, weather, health, favorite shows, and vocabulary words.

12. Make class newspapers of students' best articles.

13. Make a class anthology of students' stories, poems, compositions, descriptions, anecdotes. If the entire class has the same topic for writing, then have students choose the best one for the anthology.

14. Write sentences from dictation to emphasize punctuation, possessives, troublesome words.

15. Write letters to relatives, former teachers, and friends. These should be addressed and mailed.

16. Write business letters; include job applications. Keep these on the slow learner's level.

17. Write an autobiography. This is a valuable tool in getting acquainted with the child.

18. Divide the class into groups. Have a five-minute contest in writing sentences using correct punctuation and capitalization. See which group has the most correct sentences.

19. Write five related sentences about a most embarrassing moment. Read the related sentences to the class and vote on the most interesting, the funniest, and the saddest.

20. Select any word from the dictionary. See who can first find the guide words, locate the entry word, pronounce and give meaning of the word.

21. Find unfamiliar words in the dictionary by listening to the sounds. The teacher can pronounce these words.

22. Each student writes five words all beginning with the same letter on separate slips of paper. Have a contest alphabetizing these words. Exchange slips and alphabetize again. Exchange many times.

23. Improve vocabulary by a game in which pupils select synonyms, homonyms, or antonyms from a selected group of words.

24. Write the names of as many things that can be seen in a classroom, a kitchen, a circus, a lady's purse, or a boy's pocket. The one with the longest list is the winner. If you are studying plurals, then form the plurals of each of these names.

SOCIAL SKILLS

In order for the slow learner to make a personal adjustment, socially and economically, he needs an understanding of the society and community in which he lives. Effective personal independence is achieved through a constant development of the social sciences. "Learning by doing" should be the pattern of development, and the slow learner will succeed or fail in relation to the acquisition of his concept of himself in his relation to the community and society in which he lives.

At the early school levels the social science experiences must be based on past experiences of the children. If, as is usually the case, the slow learner comes from a subcultural, low socio-economic area, the first responsibility of the school is to expand upon these past experiences. It is not enough to merely discuss potential experiences, but he should be given an opportunity to experience first hand those experiences that will be of value. Development of an understanding by the child of his role in the family and community builds a foundation for his future role as an older child and eventually as an adult.

As the slow learner advances in school, repetition and extension of earlier experiences should be emphasized. As he grows older, his relationship with the family and community changes; and his behavior is expected to change. He is expected to assume more responsibility and to help the younger children and he will often hear the expression "act your age." He will be expected to be familiar with the physical characteristics of his neighborhood. He should have some knowledge, although limited, of local *government, public buildings, and the services* the community provides. He should be introduced to the importance of work and its relation to the economic life of his family and community.

Further advancement in grade level will require building upon the foundation of earlier years. His role is still changing, and it is important that his conception of himself keep pace with society's conception of him. He will be more influenced by the wider community such as state and nation and the affairs of the world. However, continued emphasis should be maintained on his relations to home and community. He should be contributing materially, if not in money, to the home. These services include meal preparation, baby sitting, yard work, and other kinds of responsibilities. He should be starting on his road to independence, including earning a living and maintaining himself economically and socially within the community.

As he approaches the end of his formal education, his status is approaching that of adulthood with its attendant responsibilities. The area of vocations becomes one of major importance. Knowledge about jobs or the performing on the job is of immediate interest. Skills related to this need should be acquired. If the foundation of "getting along with people" has not been well-layed or acquired, the school must reinforce this fundamental cornerstone of the slow learner's need. Information concerning employment agencies, Social Security, income tax, unemployment compensation, job application and interviews, retirement programs, and vocational skills should be studied in detail. Recreational facilities of the community should be presented. He should have an understanding of the laws of his community, state, and nation.

Again it must be emphasized that these various stages of the social science education must be introduced in harmony with the slow learner's ability to recognize a need and to profit from the instruction. As in all other teaching of the slow learner he must be able to see an immediate and practical need for the instruction. To study language without relating it to an immediate life need may be a waste of time. A study of history or abstract government and theory has little value unless it is related to a recognizable need or interest.

He is concerned about how to get a driver's license when he reaches the legal age. Thus, the teacher must adjust the curriculum in social science to meet the slow learner's immediate needs and interests.

Guidance is also an important factor. The slow learner must be given help to evaluate his abilities so that the choice of vocations is realistically made. The student should be encouraged to select occupations with regard to interest and ability. Failure to perform work satisfactorily because of an innate lack of ability will add to his frustrations. On the other hand, an intense interest in a vocation may be a motivating force that will help the slow learner to acquire basic skills that he would otherwise not achieve. Guidance should be designed and given to both the individual and the group.

Instructional aids.

1. Field trips consistent with the slow learner's age and ability, to name a few:

   a. Fire Station.
   b. Police Station.
   c. City and County Building.
   d. Court rooms.
   e. Post Office.
   f. Capitol.
   g. Legislature.
   h. Weather station.
   i. Fallout shelters.
   j. Dairy.
   k. Refinery.
   l. Grocery store.
   m. Park.
   n. Health center.
   o. Library

   Preparation should be made for these activities so that the student knows why he is going, what he is expected to see, and comprehends their significance.

2. Role playing and dramatizations can be used to reinforce the knowledge gained from field trips and class discussions.

3. Special speakers can be utilized very effectively in this area, particularly in the vocational fields.

4. Extracurricular activities can play an important role if given proper guidance.

5. Mock elections and regular school elections with self-governed type of classroom organization can be valuable.

6. Movies and film strips are especially useful and readily available from many sources.

7. Work study type of experiences should introduce the slow learner to the vocational world.

8. Career notebooks.

9. Class projects requiring pupils to work together, organizing and selecting information for the project.

10. Bulletin board displays on current affairs.

11. Socio-metric charts can be of inestimable value in locating and determining social problems and needs.

SPECIAL SUBJECTS

The subject areas of art, music, physical education, homemaking, and shop are much less dependent upon a high verbal intelligence than the academic skill subjects. Many slow learners can participate on a more equal basis in these areas. As a result, the slow learner is often misplaced in these areas. Without sufficient background or experiences in the areas of language arts, reading, and arithmetic the slow learner is handicapped by lack of knowledge and training. The special subjects do not reduce or replace the need for academic instruction. They do, however, contribute to the total education of the slow learner and can help make academic instruction more meaningful. As in other areas of instruction, the selection of special subject areas should be based upon interests, needs, and characteristics of each individual.

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